

Self-Assessment of Response to Intervention(RTI) Implementation for Waiver of Specific Learning Disability Criteria

Secondary 2011

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Complete this self-assessment in its entirety with a team including the Curriculum Coordinator, Special Education Director, Principals, and teacher leadership. Indicate the level of implementation that best describes the secondary schools as a whole (i.e., only choose level 4 if all schools have the condition well established). Then, total the self-assessment scores, decide on priority areas, and create an action plan. Return to this document periodically for progress monitoring and additional planning in the process of implementing RTI with fidelity.

Rhode Island Secondary
Schools

RTI Component	Areas of Focus	Indicators of Effectiveness	1)Do not do this	2) Building awareness, planning	3) Beginning to implement	4) Well established practice	Evidence
1) School-wide Instruction and Interventions	Alignment and Coherence	1.1 Curriculum and instruction are built upon a guaranteed and viable core aligned to district, state, and national standards					
		1.2 Curriculum and core content courses are aligned vertically to ensure students possess prerequisite skills for higher level coursework					
		1.3 Curriculum and core content courses are aligned horizontally to ensure similar courses include common standards and assessments					
	Instructional Strategies and Supports	1.4 A program of study across all content areas is enhanced through multiple research and evidenced-based instructional strategies that are culturally and linguistically appropriate.					
		1.5 Curriculum and instruction are universally designed to address student learning strengths and needs.					
		1.6 Instruction is informed by student data across all content areas and is differentiated to meet the needs of all students					
		1.7 School-wide structures are implemented to support effective behavioral management and to encourage active engagement of all students					
		1.8 Academic and behavioral interventions, extended learning opportunities, and content and credit recovery options are provided to keep students on track for graduation.					
		1.9 Organizational, time management, and study skills such as note-taking are incorporated into instructional practices across content areas.					

	Instructional Strategies and Supports	1.10 Families and students are engaged in academic decision making and planning processes.					
		1.11 Interventions are documented and reviewed to ensure communication and coordination among administrators, teachers, intervention providers, advisors, school guidance counselors, parent(s) and students.					
		1.12 Intervention plans include the frequency, intensity, duration, and goal of the intervention as well as progress monitoring plans and timelines.					
		1.13 Allocation of staff is flexible across educational roles in response to availability and expertise. All adults in the school setting are recognized as a significant adult leader in the eyes of the students					
		1.14 Academic and workplace literacy are embedded across the content areas					
		1.15 Opportunities and academic supports are provided to enable all students to succeed in rigorous courses designed for college and career readiness					
	College and Career Readiness	1.16 Instructional strategies and academic course offerings promote student curiosity, communication, interpersonal skills, creativity and innovation					

2) Data Based Decision Making	Multiple Assessment Strategies	2.1 Assessment systems are implemented across all content areas to identify student needs, to monitor student progress, and to inform instruction					
		2.2 Assessments are valid, reliable, aligned with the curriculum, and reviewed for bias.					
		2.3 Students at-risk of failure are identified early through screening and matched with appropriate interventions.					
		2.4 Formative assessments are embedded across all content areas and are aligned with standards and summative assessments.					
	Data for Decision Making	2.5 Timely and periodic access to data is provided to district leaders, principals, instructional staff, counselors, students, and families so that they can monitor and evaluate student skills, plan for future educational programs, and adapt instruction to meet the needs of students.					
		2.6 Relevant data are routinely used by school staff and students to make decisions about student progress towards career and college goals.					
		2.7 Instructional staff are provided regular opportunities to collaboratively analyze student work and other student-level data (e.g. discipline, attendance, etc.) for instructional planning.					
		2.8 Ongoing reviews of academic and behavioral data are conducted to determine the impact of instructional and student support interventions and to adjust them, if necessary.					

		2.9 Information about students who transfer, drop out, or graduate from secondary schools and information on students' post-secondary school outcomes is used to inform decisions about secondary improvement strategies.					
		2.10 An early warning system is established to identify students who may be at-risk for dropping out and to match students to appropriate interventions.					
	Evaluation and Accountability	2.11 Data systems are used to track collective and individual teacher and student data to inform secondary improvement strategies.					

RTI Component	Areas of Focus	Indicators of Effectiveness	1) Do not do this	2) Building awareness, planning	3) Beginning to implement	4) Well established practice	Evidence
3) Shared Responsibility	Promoting Quality Instruction	3.1 Teachers and administrators have developed the skills and tools needed to analyze and interpret data to make instructional decisions.					
		3.2 Collaboration is achieved among teachers and instructional staff members in creative ways to meet student needs by connecting instructional and support activities across content areas and categorical programs.					
		3.3 Professional development opportunities are job embedded at the school and classroom levels, aligned to improvement strategies, and offered throughout the school-year.					
		3.4 Teachers and principals continually develop their knowledge and skills to incorporate school improvement strategies within their instructional leadership practices.					
	Student and Family	3.5 Formal and informal outreach for students and families are provided as they transition into and out of secondary schools.					
		3.6 Opportunities for student leadership and involvement in problem solving, the classroom, school, and the community are provided.					
		3.7 A positive school climate is fostered with an emphasis on positive behavioral supports with tiered levels of support.					

		3.8 Students and their families are respected, encouraged to be involved, and supported through family-focused outreach as part of ONE proactive responsive educational system.					
		3.9 Multiple communication strategies are implemented that are culturally and linguistically appropriate and support engaged communication and conversation with all stakeholders to improve student outcomes.					
District and Building Leadership		3.10 A distributed leadership approach is implemented and school leaders are equipped with knowledge and skills to work with staff to develop strategies which meet curricular /instructional goals.					
		3.11 Secondary schools' improvement strategies and initiatives are aligned with a clear focus to address identified needs of all students and guided by a leadership/decision making team.					
		3.12 Organization structures to support collaboration and the use of data are implemented.					
		3.13 Time management and scheduling approaches are implemented to enhance/extend learning time to better meet the needs of all students.					
		3.14 Communication strategies span from elementary through secondary to the district level with reciprocity to create a unified system of support that promotes achievement for all students.					
		3.15 Resources, human capital, facilities, and materials are secured to implement and sustain improvement strategies and will be continually assessed and upgraded to keep pace with evolving improvement plans.					
		3.16 Appropriate time and necessary fiscal support are defined and sustainability over time are allocated so that school improvement strategies can be implemented and take hold. This will be continually assessed and upgraded to keep pace with evolving improvement plans.					

RTI Component	Areas of Focus	Indicators of Effectiveness	1)Do not do this	2) Building awareness, planning	3) Beginning to implement	4) Well established practice	Evidence
Problem Solving		4.1 Problem-solving is utilized at the individual student, school and district level as a function of grade-level/content area teams, school-based problem solving teams, and leadership teams.					
		4.2 Problem-solving is implemented in a systematic way (problem identification, problem analysis, plan development, plan implementation, plan evaluation) and supported through effective facilitation and leadership.					
		4.3 Data is used to guide decision-making throughout the problem solving process.					
		4.4 Problem-solving teams include content teachers and specific program area specialists (e.g. Special Education, ELL, Title I, Intervention providers, School Guidance Counselors, Advisors, and building leaders, etc.) including relevant experts as appropriate.					
		4.5 Problem-solving teams focus on solutions and student outcomes rather than eligibility for special education.					
		4.6 Students, parents, and families are partners in the process from the beginning and when appropriate (age), students will play an active role in their own individual problem solving team.					

RTI Component	Areas of Focus	Indicators of Effectiveness	1) Do not do this	2) Building awareness, planning	3) Beginning to implement	4) Well established practice	Evidence
5) Specific Learning Disability Eligibility	Evaluation	5.1 All key district/school staff are knowledgeable of the RI Criteria and Guidance for Learning Disability Determination Process and it is documented for new staff.					
		5.2 School-based problem solving teams make appropriate special education referrals for Specific Learning Disabilities (evidence of a significant academic skill deficit and insufficient progress that can be across grade levels and/or content areas, even when provided with research-based interventions and/or need for ongoing and specialized supports for student in order to benefit from the general education curriculum).					
		5.3 Evaluation Team members carefully and knowledgeably examine all information available to determine if additional information is necessary before it can decide if there is a suspicion of a disability and a need for a special education evaluation (sufficiency of collected evidence on the instruction the student has received, and on the student's lack of response to it in comparison to true peers, and a sequence of specific interventions).					
		5.4 Evaluation procedures address the process used to identify students who are not represented in the norming population of individual assessments and may include alternative assessments and testing in both the native/home language and English.					

		5.5 Evaluation Team develops a comprehensive special education evaluation plan that includes curriculum, instruction and environment conditions of the student's learning situation, the student's achievement, rate of progress and intensity of intervention need for student to learn using data already collected and any additional needed information.					
		5.6 The comprehensive special education evaluation is completed with parental consent within appropriate timelines and documented.					

Directions: Total the implementation scores in each domain and divide by the number of indicators in each domain to get an average domain score. This average can assist in prioritization. Follow the same process at later dates to monitor progress but divide by total possible points per domain if a percent comparison is desired.

	Sub-Domain Score	TOTAL	Progress #1	Progress #2
1) School-wide Instruction and Interventions	Spring '11		Date:	Date:
a. Alignment and Coherence	_____		_____	_____
b. Instructional Strategies and Support	_____		_____	_____
c. Career and College Readiness	_____		_____	_____
d. TOTAL	_____/16 =	_____	_____	_____
2) Data-based Decision Making				
a. Multiple Assessment Strategies	_____		_____	_____
b. Data	_____		_____	_____
c. Evaluation and Accountability	_____		_____	_____
d. TOTAL	_____/11 =	_____	_____	_____
3) Shared Responsibility				
a. Promoting quality instruction	_____		_____	_____
b. Student and family	_____		_____	_____
c. District and building leadership	_____		_____	_____
d. TOTAL	_____/16 =	_____	_____	_____
4) Problem Solving	_____/6 =	_____	_____	_____
5) Specific Learning Disability Eligibility	_____/6 =	_____	_____	_____

Directions: Reflect on the totals and averages from the previous page to prioritize areas of focus. For each domain, check off low, medium, or high priority. Action plans on the following page should reflect this prioritization.

	Low	Medium	High	Domains of Implementation
				School-wide Instruction and Interventions
				Data-based Decision Making
				Shared Responsibility
				Problem Solving
				Specific Learning Disability Eligibility

	Area(s) of Need/Specific Action(s)	Resources Have / Need		Who is responsible	Timeline	Indicators of Success
Next Steps						